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ABSTRACT

In accordance with RSA (Revised Statutes Annotated) 193-C relative to the New Hampshire Educational Improvement and Assessment Program, the purpose of this framework is to serve: (1) as the basis for the development of assessment instruments to be administered, statewide, at the end-of-grades 3, 6, and 10; and (2) as a guide for making local decisions about curriculum development and delivery. It establishes educational standards that define what New Hampshire students should know and be able to do in the English language arts. In the framework, five strands serve as the primary organizers: reading; writing; speaking, listening, and viewing; literature; and English language uses. Each strand includes three major components: purpose statements for each of the organizing strands; curriculum standards; and proficiency standards. Contains 30 references. (RS)

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K-12 ENGLISH LANGUAGE ARTS CURRICULUM FRAMEWORK

In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program, the purpose of this framework is to serve: (1) as the basis for the development of assessment instruments to be administered, statewide, at the end-of-grades three, six, and ten; and (2) as a guide for making local decisions about curriculum development and delivery.

New Hampshire Department of Education
Concord: June 1995

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CONTENTS

Page

INTRODUCTION 5
- What is the purpose of this framework? 5
- What is "English language arts"? 5
- How is this framework organized? 6
- How will this framework be used? 6

K-12 BROAD GOALS FOR ENGLISH LANGUAGE ARTS 9

READING 11

WRITING 13

SPEAKING, LISTENING, & VIEWING 16

LITERATURE 17

ENGLISH LANGUAGE USES 19
- Gathering and Organizing Information 19
- Communicating Effectively 21
- Applying Language Processes in Various Settings 22

REFERENCES 25

CONTRIBUTORS TO THIS FRAMEWORK 27

INTRODUCTION

This framework is based on the significant body of research in English language arts and best instructional practices carried out over the past thirty years. The Department of Education is committed to using the results of this research for systemic educational improvement and change. As required by RSA 193-C, this framework represents broad consensus among educators at all levels, business people, government officials, community representatives, and parents about what students should know and be able to do in English language arts.

What is the purpose of this *K-12 English Language Arts Curriculum Framework*? In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the purpose of this framework is to serve: (1) as the basis for the development of assessment instruments to be administered, statewide, at the end-of-grades three, six, and ten; and (2) as a guide for making local decisions about curriculum development and delivery.

As specified in RSA 193-C:1, VI, this framework *does not* establish a statewide curriculum with designated course offerings, reading lists, teaching methods, or materials. It *does* establish educational standards that define what New Hampshire students should know and be able to do in English language arts. It is the responsibility of teachers, administrators, and school board members to communicate these standards to students and parents, and to identify and implement methods to enable students to acquire the requisite knowledge and skills. Curriculum decisions, including overall organization, specific grade-level and course offerings, and methods, activities, and materials, remain the responsibility of local educators and school board members.

What is "English language arts"? RSA 193-C specifies that, at a minimum, the annual statewide assessment shall include "reading and language arts, mathematics and science, and history and geography." This framework establishes curriculum and proficiency standards for English language arts since this is the accepted professional term for the subject area of reading and language arts as it is taught throughout the grades. "English" is more commonly used in high schools; "language arts," in most elementary and middle/junior high schools. English language arts consists of the interactive processes of reading, writing, speaking, listening, and viewing. It also includes literature and the application or uses of language arts.

How is this framework organized? In this framework, five strands serve as the primary organizers. Each of these strands--reading; writing; speaking, listening, and viewing; literature; and English language uses--includes three major components:

> **Purpose Statements for each of the organizing strands.** These narrative statements explain why it is important for students to become literate individuals who understand and appreciate literature and are proficient as readers, writers, speakers, listeners, viewers, and English language users. They also provide a context for the delivery of instruction.
>
> **Curriculum Standards.** These standards for the end-of-grade twelve closely parallel and add detail to the broad goals presented on page 9 of this framework.
>
> **Proficiency Standards.** These standards of student achievement establish specific expectations for the assessment of cumulative learning (what students should know and be able to do) at the end-of-grade three, end-of-grade six, and end-of-grade ten.

How will this framework be used? As set forth in RSA 193-C, this framework will be used at the state level to direct the development of assessment instruments to be administered at the primary, intermediate, and secondary grades. Specifically, the proficiency standards defined in this framework will be used by the Department of Education and the testing contractor as the basis for the on-going development of English language arts assessment instruments administered statewide. Broad-based content committees will participate in the selection of specific standards to be assessed. It is important to note that standards designated to be assessed at the end of a particular grade may also be assessed in an appropriate manner at a higher grade level. In May 1994 and May 1995, New Hampshire's public school third grade students were assessed in English language arts using standards published in an earlier version of this framework (*Language Arts Curriculum Framework, Phase 1: Through End of Grade Three*. Concord, NH: State Board and Department of Education, 1993). Starting in May 1996, this effort will be expanded to encompass grades three, six, and ten.

Results from the statewide assessments keyed to the New Hampshire standards are reported to students, parents, teachers, administrators, school board members, and all other citizens so that informed decisions can be made concerning curriculum development and delivery, professional development activities and programs, instructional improvement, resource allocation, and staffing. The first round of results at a particular grade provides

baseline data that is then used to chart educational improvement, over time, at the state, district, and school levels. As a result, NHEIAP also serves as an effective measure of educational accountability.

This framework will be used at the local level, in conjunction with assessment results, as a guide for making decisions about the writing of curriculum, the delivery of instruction, and the development of classroom, school, and district assessments. Educators, school board members, and citizens are encouraged to work cooperatively to develop local educational improvement and assessment plans that build on and complement the state effort. When designing curriculum, districts should keep in mind that the proficiency standards enumerated in this document are cumulative (for example, end-of-grade three standards are developed throughout the primary grades). In addition, curriculum planners should take steps to ensure that students' understanding of the facts, concepts, skills, and processes presented in the proficiency standards is reinforced and extended in later grades.

K-12 BROAD GOALS FOR ENGLISH LANGUAGE ARTS

These goal statements establish general expectations of what New Hampshire students should know and be able to do in English language arts at the end-of-grade twelve. They will be attained as students acquire the facts, concepts, skills, and processes enumerated under each of the five organizing strands--reading; writing; speaking, listening, and viewing; literature; and English language uses--presented in this curriculum framework.

- Students will read fluently, with understanding and appreciation.
- Students will write effectively for a variety of purposes and audiences.
- Students will speak purposefully and articulately.
- Students will listen and view attentively and critically.
- Students will understand, appreciate, interpret, and critically analyze classical and contemporary American and British literature as well as literary works translated into English.
- Students will use reading, writing, speaking, listening, and viewing to:

  gather and organize information;

  communicate effectively; and

  succeed in educational, occupational, civic, social, and everyday settings.

READING

Purpose. The ability to read is essential for students to succeed as learners, both in school and throughout their lives, and to become contributing members of society. Students must be able to deal critically with a variety of complex texts including literary, narrative, content, informational, and practical works. Good readers combine the inclination to read with the ability to use monitoring and discussion to develop understanding. They employ multiple strategies and processes to understand the written word. Students cannot learn to read in a vacuum. A good reading program combines the use of assigned materials with the opportunity for students to select materials for themselves. Throughout their formal instruction in English language arts, students should read authentic materials including worthy examples of literature as well as texts that reinforce other areas of the school's curriculum.

Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.

Proficiency Standards

End-of-Grade 3 (Primary)

Students will be able to:

- Determine the pronunciation and meaning of words by using phonics (matching letters and combinations of letters with sounds), semantics (language sense and meaning), syntactics (sentence structure), graphics, pictures, and context as well as knowledge of roots, prefixes, and suffixes.
- Understand and use the format and conventions of written language to help them read texts (for example, left to right, top to bottom, typeface).
- Identify a specific purpose for their reading such as learning, locating information, or enjoyment.
- Form an initial understanding of stories and other materials they read by identifying major elements presented in the text including characters, setting, conflict and resolution, plot, theme, main idea, and supporting details.
- Reread to confirm their initial understanding of a text and to extend their initial impressions, developing a more complete understanding and interpretation of the text.
- Identify and understand the use of simple figurative language including similes, metaphors, and idioms.
- Recognize that their knowledge and experiences affect their understanding of materials they read.
- Make and confirm simple predictions to increase their level of understanding.

- Seek help to clarify and understand information gathered through reading.
- Employ techniques, such as previewing a text and skimming, to aid in the selection of books and articles to read.
- Demonstrate the ability and interest to read independently for learning, information, communication, and pleasure.

End-of-Grade 6 (Intermediate)

In addition to the above, students will be able to:

- Independently set a purpose for their reading.
- Generate questions before, during, and after reading to enhance understanding and recall.
- Read fluently materials presented in a variety of print styles including manuscript (hand-printed letters), cursive (hand-written letters), and different fonts (typefaces).
- Provide accurate summaries of materials they read.
- Recognize that individual words and phrases may have multiple meanings.
- Understand that the standard meaning of words may be changed by the use of non-standard English, dialect, idioms, specialized vocabulary, homophones (words that are pronounced the same but differ in meaning, origin, and usually spelling), and homographs (words that have the same spelling but differ in meaning, origin, and sometimes pronunciation).
- Identify and use text structure and organization to enhance comprehension.
- Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read.
- Identify and understand the use of a variety of types of figurative language including analogies, personification, hyperbole, and alliteration.
- Determine literal meanings and develop informed, reasoned inferences, judgements, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax.
- Recognize and use direct meaning (denotation), implied meaning (connotation), and inferential meaning (reasoning from facts presented) to extend their level of understanding of materials they read.
- Make and confirm complex predictions to increase their level of understanding.
- Read to acquire information for different purposes such as preparing a research project or gaining a general impression of the material presented in an article.
- Demonstrate the ability to choose materials that are appropriate to their reading skill and for the task at hand such as reading for enjoyment, to complete an assignment, or to carry out a project.
- Demonstrate the ability and interest to read a variety of materials during free time.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Adapt their reading style and rate to match their reading tasks.
- Use questioning, reviewing, revising, and rereading to monitor comprehension and enhance overall understanding.
- Demonstrate the ability to examine, adjust, and extend their level of comprehension by combining what they already know with what is new in what they read and their knowledge of both language and the context in which language is used.
- Analyze the use of figurative, idiomatic, and symbolic language including sensory impressions, poetic license, personification, allusion, indigenous vocabulary, colloquialisms, regional and ethnic dialects, satire, paradox, irony, and allegory.
- Demonstrate the ability and interest to read extensively beyond assigned texts and intensively for personal and academic purposes.

WRITING

Purpose. Through writing students transmit information and construct and communicate ideas. Good writers employ language successfully in a wide range of settings for academic, personal, occupational, and public uses. Writing is utilitarian in the fullest sense of the word, allowing a person to push forward with ideas and to move and influence others. Frequent writing practice across a variety of situations and tasks and in all subject areas enables students to refine and expand both their knowledge base and their thinking skills.

Curriculum Standard 2. Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

Proficiency Standards

End-of-Grade 3 (Primary)

Students will be able to:

- Understand that they can write for different audiences such as self, classmates, family, and school and community members.
- Understand that different purposes require different formats and styles of writing.
- Use their knowledge and experiences to generate ideas for writing both on assigned topics and on topics they choose.

- Use planning, notetaking, brainstorming, or other strategies to organize their thoughts before writing.
- Prepare a written draft to frame and try out ideas.
- Recognize that a draft composition may need to be revised for organization, content, accuracy, and clarity.
- Understand that a draft composition may need additional information such as supporting details and topic development.
- Demonstrate an understanding that editing written works for the conventions of standard English, sentence structure (grammar), and wording helps improve communication.
- Recognize that the presentation of written works, including legible handwriting and properly-formatted, computer-generated text, is necessary for effective communication.
- Use techniques, such as reflection, conferencing, and feedback, to assist with revision and editing.
- Edit writing for spelling, punctuation, grammar, usage, and capitalization.
- Employ available print and computer resources to assist with editing.
- Use familiar forms of informational writing, such as notes, letters, lists, essays, and reports, to relate, explain, and inform.
- Understand and use basic features of narrative writing, including characters, setting, conflict and resolution, plot, and theme, to tell a story.
- Produce different forms of creative and expository writing including stories, notes, lists, poems, and reports.

End-of-Grade 6 (Intermediate)

In addition to the above, students will be able to:

- Initiate writing for a variety of purposes and audiences including creative, expository, narrative, persuasive, and practical writing.
- Identify the topic to be addressed in a written work and determine its organization and development.
- Choose a form appropriate to the personal or academic purpose of their writing.
- Use style and expressions that are appropriate to the purpose and audience.
- Employ appropriate organizational patterns such as chronological order and compare and contrast.
- Use paragraphing to indicate changes in central idea, setting, time, or character.
- Understand that composing a piece may require the generation of multiple drafts to reflect the author's purpose and clarify thoughts.
- Analyze the progress of their writing independently and in collaboration with others.
- Demonstrate through their writing that they know how to spell commonly-used words and can apply rules of grammar (for example, verb tense, parts of speech, subject-verb agreement).

- Use a variety of revising and editing strategies to improve the style and effectiveness of their writing.
- Demonstrate an understanding of the format and characteristics of various forms of writing including friendly letters, business letters, reports, jokes, riddles, news articles, scripts, captions, video overlays, interviews, fiction, poetry, biography, invitations, charts, songs, and essays.
- Use evidence to present, support, and defend their ideas and points of view.
- Construct, evaluate, and revise written, reference-based reports with documented sources.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Enhance their writing by using a variety of sources to provide background information, supporting details, and models of good writing.
- Use a variety of techniques to generate, draft, revise, edit, and publish texts.
- Understand and employ the elements of effective writing including purpose, topic development, organization, details, sentence structure, paragraphing, vocabulary, word choice, tone, and style.
- Use a variety of forms to develop ideas, share information, influence, persuade, create, and entertain.
- Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form.
- Develop a coherent story line with well-connected paragraphs and consistent characterization.
- Use specific techniques, such as stating startling facts, relating anecdotes, drawing analogies, using metaphors, beginning with descriptions, using quotations, developing text, and using introductions and conclusions, to enhance the effectiveness of their writing.
- Identify strengths and weaknesses in writing and seek feedback from others to improve their writing.
- Edit to adjust their writing for a particular audience and to polish the text so that a reader can better understand the intended meaning.
- Write effectively for public audiences.

SPEAKING, LISTENING, AND VIEWING

Purpose. Many of the skills used in reading and writing are first learned and practiced through oral language. Most children enter school with the basic ability to use language to understand and talk with others. However, they still have much to learn in order to become confident, responsible, clear, adaptive, and fluent communicators. Such learning is facilitated through instructional programs that intentionally provide for growth in speaking and listening and recognize that today much communication is transmitted through visual means. One of the most effective ways to develop communication skills is to stress speaking, listening, and viewing across the curriculum.

Curriculum Standard 3. Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.

Proficiency Standards

End-of-Grade 3 (Primary)

Students will be able to:

- Understand the characteristic sounds and rhythms of the English language including letter-sound relationships, rhythm, rhyme, word order, patterns, and alliteration.
- Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation.
- Use non-verbal cues, including body language, tone, volume, gestures, and eye contact, to emphasize meaning.
- Listen effectively to spoken and audio-visual messages including stories, factual presentations, and directions.
- Recognize and interpret non-verbal cues.
- Listen and respond thoughtfully and respectfully to others.

End-of-Grade 6 (Intermediate)

In addition to the above, students will be able to:

- Use and understand spoken language appropriate to the topic, purpose, and/or audience.
- Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
- Maintain discussion and conversation by entering in, taking turns, responding to others' remarks, summarizing, and closing.

- Understand and evaluate spoken and audio-visual messages by listening, following the sequence of ideas, and making informed, reasoned inferences, judgements, and interpretations.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Use oral language skills in discussions with others to clarify ideas, solve problems, make decisions, debate issues, and extend understandings.
- Use varied vocabulary in their spoken messages to enhance clarity and effectiveness.
- Support and defend their ideas in public forums.
- Demonstrate an understanding of complex spoken and audio-visual messages.
- Formulate and articulate appropriate oral responses to complex messages.

LITERATURE

Purpose. Literature provides a ready means for students to understand not only American culture but also the world in which they live. It provides students with the opportunity to gain an appreciation of the universality of human experience and a better understanding of themselves and others. By becoming familiar with carefully-selected classical and contemporary American and British literature as well as literary works translated into English, students grow to appreciate America's rich literary and cultural heritage.

Curriculum Standard 4. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Proficiency Standards

End-of-Grade 3 (Primary)

Students will be able to:

- Recognize and understand story elements including character, setting, conflict, plot, and theme.
- Relate the literary texts they read, hear, or view to their prior knowledge and experiences.
- Identify author's purpose or intent in written, spoken, and audio-visual texts.
- Appreciate and respond to written, spoken, and audio-visual texts.

- Understand the characteristics of a variety of simple genres including fiction, non-fiction, fantasy, fairy tales, poetry, plays, fables, and folktales.
- Make connections among the texts they read, hear, and view.
- Demonstrate knowledge, understanding, and appreciation of a variety of literary and narrative works representing classical and contemporary literature such as Caldecott books and worthy examples of writing by local and regional authors.

End-of-Grade 6 (Intermediate)

In addition to the above, students will be able to:

- Understand that a single text, including poetry, novels, essays, spoken and audio-visual presentations, and accounts of events from real life, may elicit a variety of responses and informed, reasoned interpretations.
- Explain that literature can be used to better understand themselves and others, as well as develop an understanding of American culture and the world in which they live.
- Understand the characteristics of a wide variety of genres including short stories, mysteries, poetry, drama, legends, biographies, autobiographies, historical fiction, science fiction, adventure stories, informational articles, and factual presentations.
- Demonstrate knowledge, understanding, and appreciation of a wide variety of literary works such as Newbery books and worthy examples of writing by American and British authors.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Demonstrate knowledge, understanding, and appreciation of literature from various cultures and times, written for a variety of purposes and in a variety of genres such as the classics and contemporary American, British, and world literature, and works by Pulitzer and Nobel prize winners.
- Understand that themes and events in literature often parallel real life.
- Analyze the ways that literature reflects the range of human experience.
- Analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.
- Identify, analyze, and interpret literary themes and elements.
- Stand apart from a text and consider it objectively by performing a range of tasks including critically evaluating; comparing and contrasting; understanding the impact of the organizational structure; and analyzing the use of such elements as satire, irony, humor, bias, redundancy, symbolism, analogies, metaphors, and poetic license.

- Critically analyze and evaluate texts for their practical, informational, or aesthetic value; for writer's craft; for writer's biases; and for the inherent ability of the work to communicate.

ENGLISH LANGUAGE USES

Purpose. Students need to learn how to use language to communicate in multiple ways and for multiple purposes. To this end, the language processes of reading, writing, speaking, listening, and viewing must become integral parts of their lives and utilized as tools to enhance their lives aesthetically, intellectually, and economically. By systematically employing these interactive processes, students are able to gather needed information as well as prioritize and organize not only this material but also the vast amount of data with which they are bombarded daily. The skillful use of these language processes provides students with the means of acquiring, constructing, and expressing knowledge in all school subjects and in all areas of human endeavor. In order to be successful, students must become powerful users of language.

Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

Proficiency Standards

End-of-Grade 3 (Primary)

Students will be able to:

- Identify information needed and develop a strategy to find it.
- Understand the function of organizational features, such as a table of contents, index, and glossary, and use them to locate information.
- Use simple reference tools such as dictionaries, maps and globes, encyclopedias, newspapers and magazines, and standard and automated card catalogues.
- Use context clues to determine the meaning of words.
- Demonstrate the ability to read, listen to, view, and understand a variety of materials including literary/narrative (stories and poems), content/informational (factual articles and presentations), and practical works (directions and how-to-do-it books).
- Identify the main idea and supporting details in written, spoken, audio-visual, and graphic materials.
- Understand that creating mental pictures increases comprehension and recall.

- Ask appropriate questions to obtain information and clarify meaning.
- Employ simple organizational structures such as sequence patterns; alphabetical order and guide words; lists, tables, and charts; problem and solution patterns; beginning, middle, and end; and who, what, when, and where.

End-of-Grade 6 (Intermediate)

In addition to the above, students will be able to:

- Compare and use information presented in written, spoken, audio-visual, and graphic forms.
- Distinguish facts from opinions in materials presented in various forms.
- Distinguish between informative and persuasive messages.
- Summarize messages.
- Access information from multiple sources and information-retrieval systems.
- Select and organize tasks and projects by understanding directions, making and keeping deadlines, and selecting and using information from a variety of relevant sources.
- Use graphic features, such as captions, graphs, headings, and drawings, as a means of locating information and checking understanding.
- Use a variety of organizational structures such as cause and effect patterns, summaries, time lines, notetaking, outlining, highlighting, paraphrasing, flow charts, and Venn diagrams (graphs that use circles to represent connections and interactions).

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Locate, compare, and synthesize information from multiple sources and information-retrieval systems.
- Understand the differences among fact, reasoned judgement, and opinion.
- Analyze information for clarity, relevance, point of view, credibility, and supporting data.
- Analyze how well evidence supports a conclusion or thesis (a proposition that is maintained by evidence and argument).
- Use complex structures, such as transitions, hierarchical relationships, and precis (concise summaries), to organize and analyze information.
- Use cross referencing while gathering information.
- Critically evaluate written, spoken, audio-visual, and graphic messages.
- Employ questioning and paraphrase as aids in comprehending written texts, oral language, and audio-visual and graphic presentations.

Curriculum Standard 6. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.

Proficiency Standards

End-of-Grade 3 (Primary)

Students will be able to:

- Present ideas in an orderly way so that others can understand them.
- Communicate information and knowledge logically by using organizers such as webs (diagrams consisting of circles and connecting lines) and tree diagrams (hierarchical arrangements such as an organizational chart).
- Use visual techniques to aid in the presentation and communication of ideas.
- Use the tools of information technology to enhance written and spoken messages.
- Offer and respond to information.
- Give clear and accurate directions.
- Identify specific ways in which language varies across situations.
- Express their knowledge, ideas, and requests clearly, employing appropriate vocabulary, understandings, sentence structure, and discourse patterns (for example, conversation, small-group discussion, friendly letters, dramatizing, questioning, show and tell, impromptu speeches).
- Use appropriate forms of language to formulate and articulate effective oral and written responses to questions and messages.
- Use simple figurative language including similes, metaphors, and idioms.
- Use oral and written language, including words, pronunciation, and grammar, appropriate to the situation, topic, purpose, and audience.

End-of-Grade 6 (Intermediate)

In addition to the above, students will be able to:

- Understand the uses and advantages of various types of communication, both verbal and non-verbal.
- Use a variety of methods of written and oral expression.
- Recognize, evaluate, and react to others' attempts at persuasion.
- Express ideas clearly and concisely.
- Use new vocabulary acquired through reading and listening.
- Identify when formal and informal English is being used.
- Recognize when another individual or a group does not understand their message.

- Use a variety of types of figurative language including analogies, personification, hyperbole, and alliteration.
- Understand that language, both written and spoken, reflects a point of view.
- Understand and employ the conventions of English grammar including subject-verb agreement, pronoun usage, modifiers, sentence structure, and tense.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Develop and sustain a solid line of argument supported by detailed examples and logical connections in order to clarify meaning.
- Present, explain, and defend positions orally and in writing, using visual aids when appropriate.
- Credit sources and cite references appropriately.
- Recognize that individual communication styles often differ and understand how such differences affect communication.
- Use figurative, idiomatic, and symbolic language.
- Use the formal conventions of English to convey specific messages that are readily understood by others.
- Adjust their oral and written language so that it is appropriate to the situation, topic, purpose, and audience.
- Use graphic presentations of information provided in spoken or written form in order to enhance communication.

Curriculum Standard 7. Students will demonstrate competence in applying the interactive language processes of reading, writing, speaking, listening, and viewing to succeed in educational, occupational, civic, social, and everyday settings.

Proficiency Standards

End-of-Grade 3 (Primary)

Students will be able to:

- Use language for a variety of purposes such as sharing information, presenting ideas, persuading, entertaining, and questioning.
- Use oral and written language creatively.
- Use language as an aid to learning in all subject areas.
- Use language to participate in co-curricular and community activities.
- Use language to interact constructively with classmates and adults.

End-of-Grade 6 (Intermediate)

In addition to the above, students will be able to:

- Use oral and written language to participate appropriately in social situations.
- Understand that word processing packages, computer games, business inventory databases, and other software applications result from a series of messages written according to the rules of a computer-programming language.
- Understand that language can be used for communication, exploration, and life-long learning.
- Communicate and work effectively with others as active participants and responsive listeners.
- Take responsibility for individual contributions to group and class projects by sharing ideas and workloads and incorporating individual talents and perspectives.
- Understand material presented in documents such as directions for games and assembling and repairing; classroom and laboratory procedures; recipes; schedules; forms; maps; and warranties.
- Apply information derived from written, spoken, and audio-visual materials to both everyday and school-related problems and situations.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Understand the use of language techniques such as labeling, ambiguity, vagueness, hedging, assigning arbitrary definitions, and unsupported arguments.
- Understand the use of framing with leading questions, negation, and marked words to influence the reader or listener or the type of response that is expected.
- Use language skills to record observations, communicate hypotheses, and analyze information collected to determine if it supports an hypothesis.
- Communicate objective and subjective estimates of probability and analyze the correct use of such estimates.
- Use language in solving problems and communicating solutions including listing alternatives and considering the pros and cons of each; restating problems; seeking information to reduce uncertainty; means-ends analyses; brainstorming; and producing and labeling graphic presentations of problems and solutions.
- Understand the critical role written, audio-visual, and graphic materials play in preserving, expressing, and defining society's notion of itself.
- Interpret and execute directions, instructions, plans, models, and diagrams presented in a variety of forms including written, oral, graphic, or symbolic (such as mathematical symbols).

- Make and communicate informed decisions by examining options and anticipating consequences of actions.
- Recognize and respond to the aesthetic and intellectual aspects of an event, performance, or product.
- Transfer learning from one context to another by finding and communicating similarities, new uses for existing products, and practical applications of ideas or theories.
- Recognize and communicate strategies for solving problems and accomplishing objectives.

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